

Assurance
LEARNING ACADEMY

Presented To
Acton-Agua Dulce Unified School District

Charter Renewal Petition
Grades 8-12

First Approved By Acton-Agua Dulce Unified School District On May 10, 2012

Submitted November 2016

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Exhibit A	Local Control and Accountability Plan
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AFFIRMATIONS and ASSURANCES

As the authorized lead petitioner, I hereby certify that the information submitted in this petition for a California public charter school to be named Assurance Learning Academy (“ALA” or the “Charter School”), submitted to Acton-Agua Dulce Unified School District (“AADUSD”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, ALA will follow any and all federal, state, and local laws and regulations that apply to ALA, including but not limited to:

- ALA will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(c)(1)]
- ALA shall be deemed the exclusive public school employer of the employees of ALA for the purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605(b)(6)]
- ALA will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
- ALA will not charge tuition. [Ref. California Education Code Section 47605(d)(1)]
- ALA shall admit all students who wish to attend ALA, and who submit a timely application, unless ALA receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to ALA shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of ALA in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code Section 47605(d)(2)(A)-(C)]
- ALA will continually strive for a healthy, collaborative, synergistic relationship with the District and the Workforce Innovation and Opportunity Act (“WIOA”) partners.
- ALA shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- ALA will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- ALA will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]
- ALA will ensure that teachers in ALA hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- ALA will at all times maintain all necessary and appropriate insurance coverage.
- ALA shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves ALA without graduating or completing the school year for any reason, ALA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- ALA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- ALA shall on a regular basis consult with its parents and teachers regarding ALA's education programs. [Ref. California Education Code Section 47605(c)]
- ALA shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- ALA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610]
- ALA shall comply with all applicable portions of the Elementary and Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- ALA shall comply with the Family Educational Rights and Privacy Act.
- ALA shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- ALA shall comply with Education Code Section 51745 et seq. related to independent study.

Lead Petitioner's Signature

Date

INTRODUCTION

Introduction and Review

Charter schools allow local educators and parents to develop innovative programs and schools of choice targeted to local student needs. ALA recognizes that one size does not fit in learning environments and teaching methodologies.

The petitioners have substantial experience creating educational programs specifically intended for those students who have chosen an alternative method of education for any variety of reasons. ALA's Founding Group consist of Administrators and consultants who have concentrated expertise in the following areas critical to ALA's success.

- Curriculum, Instruction and Assessment
- Finance, Facilities, and Business Management
- Organization, Governance, and Administration

The Charter Schools Act of 1992 (Education Code Section 47600, *et seq.*) was enacted by the legislature to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Partnerships with Workforce Training Programs

ALA shall offer a program designed to meet the educational needs of federally funded learn-and-work or learn-and-earn programs, including but not limited to **exclusive** partnerships with the federal Workforce Investment Act pursuant to Education Code Section 47605.1(g).

The Workforce Innovation and Opportunity Act ("WIOA"), which was signed into law on July 22, 2014, reauthorizing the Workforce Investment Act of 1998 ("WIA"), authorizes services for youth,

adults and laid-off workers. WIOA is considered to be the most significant reform of federal job training programs in more than 15 years and a critical step toward helping workers and employers succeed in the 21st century economy.¹

ALA shall offer a year-round program emphasizing attainment of basic skill competencies, enhancing opportunities for academic and occupational training, and providing exposure to the job market and employment. Activities may include instruction leading to completion of secondary school, tutoring, internships, job shadowing, work experience, adult mentoring and comprehensive guidance and counseling. The program shall emphasize services for out-of-school youth.

The activities provided by WIOA offer a variety of benefits to both program participants and the communities in which they reside as follows:

- Job Seekers
 - Universal access to job search and labor market information
 - Advice, counseling and support
 - Education and skills training
 - Individual choice of service

- Youth
 - Basic skills assessment
 - Resources and guidance help to attain educational goals
 - Leadership development opportunities
 - Exposure to work environment through training and adult mentoring

- Employers
 - Influence over local area employment policy
 - Improved and trained employee pool
 - Development of on-the-job and customized training opportunities
 - Assistance for laid-off workers

- Community
 - Access to local area job market information
 - Improved workforce quality
 - Services designed for local area needs
 - Reduced need for welfare

ALA believes that investing in the most skilled and talented workforce in the world should be one of our nation's top priorities. In recent years, more than 20 million people annually have turned to federal programs for basic education, job training and employment services. During the worst economic crisis of our lifetimes, the workforce system served as the nation's emergency room, administering the critical care to help people get back on their feet.

ALA seeks to establish this charter to serve students in partnership with Federal and State funded programs, including WIOA. Through this partnership with WIOA, ALA will strengthen the public

¹ See <http://blog.dol.gov/2014/07/22/promoting-job-driven-training-and-american-opportunity/>

workforce system by unifying and streamlining services to better serve job-seekers. It will improve accountability and transparency within the system, elevate work-based learning strategies that address the needs of multiple employers within an industry, and it will foster coordinated planning within Los Angeles County and adjacent counties. This partnership will specifically address the needs students who face unique economic challenges, including out-of-school and at-risk youth who seek college and career opportunities that are not currently available to them in the traditional school system.

Through ALA's partnership with WIOA, students will have improved tools to identify and access training options and other employment services best suited to their needs. And businesses will be more closely connected to the system, with better resources available to find and train the skilled workers they need to grow their companies. Each aspect of ALA's program will be shaped by the following question: is it helping ready-to-work-Americans move into ready-to-be-filled jobs?

Evidence shows that our partnership with WIOA programs will be successful in producing skilled students ready for their future career or pursuit in higher education. As noted in the report, *What Works in Job Training: A Synthesis of the Evidence*, produced by the U.S. Departments of Labor, Commerce, Education and Health and Human Services², existing evidence on job training for youth demonstrate:

- Early exposure to a range of career and higher education information and opportunities is associated with better post-secondary education outcomes.
- Work experience for youth still in school, including paid summer jobs, has some important results in terms of educational outcomes, particularly if job skills and education are combined.
- Occupation- and industry-based training programs, including Career Academies, show some promising employment outcomes for youth. Work-based learning, such as paid internships, cooperative education, and some transitional jobs programs suggest that low-income, economically disadvantaged youth are successful in programs where they receive wages. Strategies that allow high school students to accelerate their transition to college or start preparing for a career early can also improve youth outcomes.
- Youth disconnected from work and school, including those who also have serious disadvantages such as early-child bearing, homelessness, or involvement with the criminal justice system, have the most difficult challenges succeeding in adulthood, but there is some evidence that they can benefit from comprehensive and integrated models that combine education, occupational skills, and support services.

ALA will expand upon these programs that are proven to work for our youth and give them the tools to climb ladders of opportunity and punch their ticket to the middle class and beyond.

In addition to WIOA, ALA may partner with other federal and state programs, Youth Build, California Conservation Corps, etc.

² See <http://www.dol.gov/asp/evaluation/jdt/>

ALA proposes to serve students throughout Los Angeles and contiguous counties. Currently, only a few schools in the area offer a comprehensive independent study/personalized learning program in partnership with WIOA programs within the same school setting. ALA seeks to offer students an educational program in which they will benefit from a truly unique opportunity to become career and college ready in conjunction with our WIOA partners, as described above.



SUCCESSSES



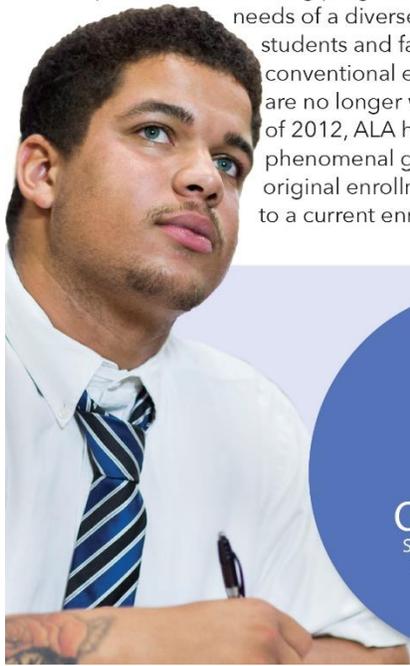


The Charter School has experienced great success in the previous term. The following summarizes accomplishments:

- Assurance Learning Academy (ALA) uses a personalized learning program to serve the needs of a diverse population of students and families for which conventional educational systems are no longer working. Since July of 2012, ALA has experienced phenomenal growth from an original enrollment of 99 students to a current enrollment of just over

938 students as of June of 2016. During that time, ALA went from six full-time teachers to a current teaching staff of 30 highly qualified full-time teachers; in addition, ALA has added two full-time school counselors.

- Assurance Learning Academy offers a rigorous Career Technical Education (CTE) program that currently includes pathways from three sectors: Information and Communication Technology, Agriculture and Natural Resources, and Manufacturing and Product Development. The courses in related pathways support students in career/college readiness while exposing students to alternative hands-on learning labs. The pathway programs also provide students with work-based learning opportunities where they can master their craft. These programs were developed under the guidance of the California Career Pathways Trust



ALA has experienced **phenomenal growth** from an original enrollment of **99 students** to a current enrollment of just over **938 students** in June of 2016.



Grant (CCPT). Assurance Learning Academy was a recipient of a \$600,000 two-year grant that focuses on development and implementation of CTE pathways.

- In addition, ALA has a Work Experience Education Program that allows eligible students to earn elective credits while developing job skills and learning about career opportunities. The program, which follows the state’s Work Experience Education framework and content standards, was developed with guidance from the California Association of Work Experience Educators (CAWEE) and the Work Experience Education Resource and Assistance Network (WEERAN). Students in the WEE program can earn five elective credits over an 18-week period, up to a 40-credit maximum, while attending Assurance Learning Academy.
- Assurance Learning Academy has developed strong community relations through its partnerships with Workforce Innovation Opportunity Act (WIOA) service providers. WIOA service providers deliver job training and career readiness instruction, leadership development and internship opportunities to prepare students for the workforce. ALA’s network of partners includes a variety of businesses and community agencies who share the common mission of educating and training youth for post-secondary success. Some partners include the Boys & Girls Club, Harbor Community Development Corporation, and ChildNet Behavioral Health Services.

As ALA has continued to grow, so has the number of students graduating each school year.

- 2012-2013 = 0 Graduates
- 2013-2014 = 0 Graduates
- 2014-2015 = 43 Graduates
- 2015-2016 = 108 Graduates



The EL student population comprises approximately

40%

of the student population at ALA.



An English Learner Advisory Committee (ELAC) composed of parents, students and teachers was formed to address the needs of EL students. The ELAC was wrapped into the Parent Advisory Committee (PAC). Since its inception, the ELAC Committee has provided professional development on teaching EL students in an independent study setting.

The special education student population comprises approximately

15%

of the student body.



Students with special needs are served by a Specialized Academic Instructor (SAI), who provides

one-on-one personalized instruction,

along with accommodations and modifications based on the student's Individualized Education Plan (IEP).

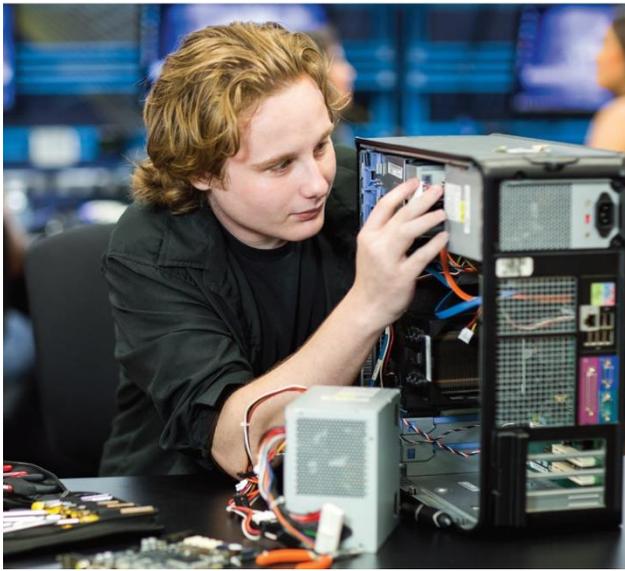


- In the fall of 2013, Assurance Learning Academy received an initial 3-year term of accreditation from the Western Association of Schools and Colleges (WASC). WASC accreditation ensures that an academic institution meets a strict set of criteria for student learning. It also requires a continuous cycle of reflection and school improvement. By achieving WASC accreditation, it demonstrates to the community that Assurance Learning Academy is a trustworthy and effective learning institution. It also ensures students will have the ability to enroll in a 4-year college program that requires a high diploma from a WASC accredited institution. Assurance Learning Academy has a full self-study visit scheduled in April of 2017.



- The University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission as a freshman. The UC has created a UC Doorways website that provides complete information about the high school courses approved for admission to the university. Informally, these approved courses are referred to as A-G approved courses. ALA currently has 124 courses approved on the UC Doorways website, which would enable an ALA graduate to meet UC and CSU graduation requirements.

- ALA offers online programs through Plato Courseware by Edmentum and APEX Learning. Plato and APEX are standards-based online learning programs that are aligned to the Common Core standards. Plato and APEX course offerings include English 9-12, Pre-Algebra, Algebra, Geometry, Algebra 2, Civics, Economics, American History, World History, Geography, U.S. Government, Earth Science, Health, PE 1, PE 2, and a variety of electives courses.



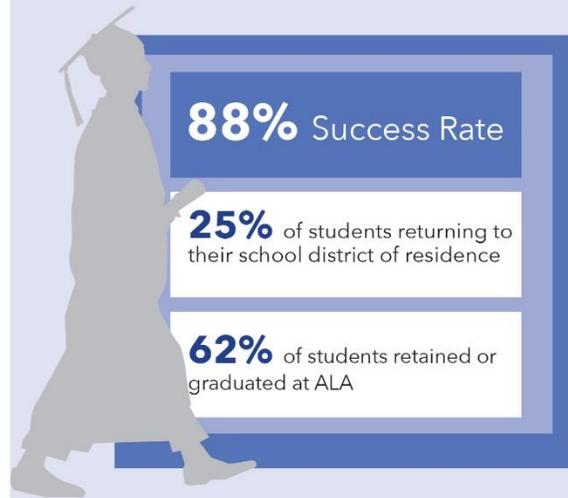
- Assurance Learning Academy is designated as an Alternative School Accountability Model (ASAM) school and therefore does not generate a similar school ranking under the API system. The State recognizes that our school's population has an extremely high turnover rate and can serve an entirely new group of students every 12 months due to the recovery model ASAM schools operate under.



Assurance, Lancaster CA

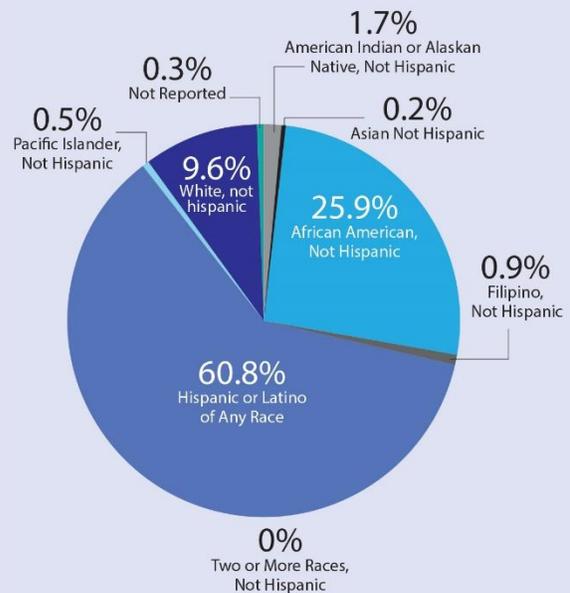
- Assurance Learning Academy has an 88% success rate with 25% of students returning to their school district of residence and 62% retained or graduating at ALA.
- Charter Renewal: State law requires a charter school to meet at least one of the criteria specified in Education Code Section 47607(b) before receiving a charter renewal. As an ASAM school, ALA meets the criteria in Education Code Section 47607(b)(5): "Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052." Thus, ALA should be granted a charter renewal term pursuant to Education Code Section 47607(a).
- Since its inception, ALA has not expelled any students. For a school of our size, this represents a major accomplishment.
- Assurance Learning Academy enjoys formal partnerships with WIOA workforce development partners to provide additional training and support to students. Our friends at the Watts Labor Community Action Committee (WLCAC) collaborate with our Los Angeles area staff to identify eligible students who may then be enrolled into the Youth Service System. Our partnership with the Harbor City YouthSource Center connects Wilmington and Harbor City area students to WIOA funded training and job readiness programs. Our workforce development partnerships provide students not only with leadership skills, career training and employment services but also with support in family services, Gang Reduction and Youth Development (GRYD), case management and counseling.

Success Rate



Enrollment By Ethnicity

As previously mentioned, ALA serves a diverse population of students. We hope the following graphs assist in illustrating this fact. All data is taken from the student population in the fall of 2015.



Alternative Schools Accountability Model (ASAM)

California’s 1999 Public Schools Accountability Act (“PSAA”) required that all schools be held accountable under systems developed by the CDE. Accordingly, the California Education Code Section 52052(h) requires:

“The State Superintendent, with the approval of the State Board, shall develop an alternative accountability system for schools...under the jurisdiction of a county board of education or a county superintendent of schools, community day schools ...and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools.”

In response to the mandate of the PSAA, the CDE, in conjunction with the PSAA Subcommittee on the Alternative Accountability System, developed the Alternative Schools Accountability Model (“ASAM”).

As is described above, and as is allowed under California State Law, ALA intends to apply and qualify as an ASAM school.

Charter Renewal

State law requires a charter school to meet at least one of the criteria specified in Education Code Section 47607(b) before receiving a charter renewal. As an ASAM school, ALA meets the criteria in Education Code Section 47607(b)(5): “Qualified for an alternative accountability system pursuant to subdivision [g] of Section 52052.” Thus, ALA should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a).

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i)

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii)

Governing Law: If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii)

PERSONALIZED LEARNING

ALA will offer a non-classroom based Personalized Learning program for grades 8-12.

Personalized Learning is a unique public educational model that is tailored to the needs and interests of each individual student. Personalized Learning is a 21st Century, "on the leading edge" approach to public education that honors and recognizes the unique gifts, skills, passions, and attributes of each student. Research confirms that every individual assimilates information according to his/her own unique style, need, and interest.

Personalized Learning is dedicated to developing individualized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows ALA to combine multiple assessment levels of student academic achievement through regular assessment testing, in addition to annual state-mandated testing programs, compiling student work samples, and personal conferencing.

The Personalized Learning Model recognizes the value of parental involvement and participation in their child’s education and learning process, and value on-going teacher development training. There is a strong emphasis on one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, and choices in curriculum programs.

ALA's Personalized Learning model is based on the intent of the Legislature that Independent Study Personalized Learning is an individualized alternative education designed to teach the knowledge and skills of the core curriculum. (Education Code Section 51745.) ALA understands that Personalized Learning is not an alternative curriculum and that our program must provide as comprehensive a program as the student would receive if enrolled in a traditional school. The California Department of Education ("CDE") in its Independent Study Operations Manual has noted the benefits to serving an at-risk population through Personalized Learning. Specifically, the guide notes that a student's poor decisions and lack of self-esteem can lead to pregnancy, early parenthood, substance abuse, or commission of criminal offenses. These students often drop out of school prior to graduation because they feel unsupported or disconnected in the regular school setting. These students end up entering the job market with few or no marketable skills. For many dropouts and potential dropouts, Personalized Learning can be an opportunity to change direction and continue their education.

Our Personalized Learning model in partnership with WIOA and other federal programs provides a unique public educational model that is tailored to the needs and interests of each individual student. It is a combination of the best of home schooling and resource center based classes. Personalized Learning is dedicated to developing personalized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows the School to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing programs. ALA shall offer this Personalized Learning option for students with the ultimate objective of enabling pupils to become self-motivated, competent and lifelong learners.

The CDE in its independent study operations manual has noted the benefits to serving an at-risk population through independent study. Some students have difficulty functioning in a traditional educational setting. They feel overwhelmed by a sense of isolation from the community around them which hinders their academic and social progress. Consequently, they do not do well academically or behaviorally and they frequently act out their frustrations in ways that disrupt the educational process in the classroom and on campus. They become known as problem students. Specifically, the guide notes that a student's poor decisions and lack of self-esteem can lead to pregnancy, early parenthood, substance abuse, or commission of criminal offenses. These students drop out of school prior to graduation because they feel unsupported or disconnected in the regular school setting. These students end up entering the job market with few or no marketable skills. For many dropouts and potential dropouts, Personalized Learning can be an opportunity to change direction and continue their education. The conventional classroom simply does not meet their needs. To overcome these obstacles, ALA offers flexible, individualized instruction in conjunction with a curriculum specifically designed to better meet the needs of the individual student's learning level.

The Personalized Learning program at ALA targets students who are academically deficient, or who may have stopped attending school regardless of achievement levels. Students in our program tend to fall on either end of the spectrum, either extremely low achieving or extremely high achieving but for numerous reasons were unable to maintain enrollment within the traditional schools. ALA's Personalized Learning program offers individualized instruction, curriculum and a flexible schedule

which meets the needs of students who have to work in order to provide for their family or themselves, students who may be living on their own, or pregnant or new and young mothers who have child care problems.

The comprehensive education program provided in conjunction with exclusive partnerships with WIOA at ALA incorporates diverse teaching methods, a comprehensive interdisciplinary curriculum, on-going assessment of student progress, a strong parent involvement component to build resiliency and empowerment of students as well as a strong emphasis on the basics to build a solid foundation to develop independent learners who possess the critical thinking skills needed to apply learning to real world situations.

The Personalized Learning Model recognizes the value of parental involvement and participation in their child's education and learning process, and value on-going teacher development training. There is a strong emphasis on one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, and choices in curriculum programs.

ALA offers a core curriculum that meets all California state standards, as well as electives. Enrolling students will have their transcripts evaluated and will take assessment tests to determine their appropriate beginning level of instruction. The order in which the instruction is offered to the student will be tailored to the individual student in a manner that will best maximize learning. Students will be given the opportunity to complete an integrated course sequence including, but not limited to, career exploration and guidance, opportunities for skills training in in-demand industries and occupation, career technical education and job readiness coursework, with the goal of successfully preparing students for jobs in a pathway, enrollment in post-secondary education or registering for apprenticeships. All instructional programs of the School shall meet all applicable statewide standards. The curriculum is based on high standards and clear expectations that focus on fair and credible evaluations, recognition of accomplishment, academic rigor in a thinking curriculum and self-management of learning.

ALA offers a unique approach to the Personalized Learning Model through the Resource Center(s), which has the feel of a welcoming environment, creating a comfortable and safe haven for learning. Students and parents have the opportunity to utilize the Resource Center(s) as a meeting place if they so wish, as well as the educational hub where the student can participate in various educational and job training programs organized by ALA and our workforce partners. Appointments can be made by the parents to meet with tutors that will provide assistance to the students upon request. Parents can also meet with their assigned teacher for assistance as well as clarification of the assignments provided to the student. During that appointment, the lesson can be explained and assigned. There will be time for questions and discussion for everyone; the parents, the student and the teacher. It is important to understand that students learn in an independent model setting and the resource centers are a tool for delivering Federally funded training programs in partnership with the Charter schools educational offerings.

Mission and Vision Statement

The mission of ALA is to engage students in learning, who are no longer enrolled in a traditional classroom program or who prefer a personalized learning education. ALA's goal is to successfully prepare students for work or college readiness through our integrated personalized program of job readiness coursework and WOIA partnerships

ALA equips students with two kinds of literacy necessary in the 21st Century – the ability to read, write, speak, and calculate with clarity and precision, and the ability to participate passionately and responsibly in the life of the community. ALA will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards. Through ***Personalized Learning*** programs, utilizing an independent study model, students in grades 8-12 will acquire the knowledge and skills necessary to become competent learners and responsible citizens in the 21st Century.

Our vision is to encourage students to become actively engaged, passionate learners. Graduates are prepared to successfully compete in the workforce, to attend the colleges or vocational schools of their choice and to value service to others in society.

Alignment of Program to Mission

Help the student master basic skills:

Teachers use assessment results to individualize student work and plan and determine which areas to target for improved skills or tutoring services. Results are also used to track the student's progress and to gauge prospects for growth in order to assist the student in reaching the highest possible level of achievement.

Examples are, specialized math instruction, remedial reading instruction and *North West Evaluation Association ("NWEA")* and *Measures of Academic Progress ("MAP")* assessment.

Move toward mastery of technology:

1. All enrolling students utilize computers in participating in the NWEA.
2. Students are encouraged to complete assignments using a computer whenever possible.
3. Computers are available at the resource center for any student who does not have access at home.
4. Specific instruction from fundamental to advanced computer skills are provided in:
 - Computer Fundamentals
 - Operating Systems/Windows
 - PowerPoint/Office

- Access/Office
- Excel
- Microsoft Word

Develop Interest in Life-Long Learning:

1. Remedial reading instruction is provided.
2. Content concepts taught are associated with real-world issues whenever possible to give meaning and high interest to the student.
3. Students are introduced to a broad spectrum of topics including, World History, World Literature, Art History, Art, Foreign Language, Science, Mathematics and Computer programs.

Become a responsible, contributing member of society.

1. One of the options for the ALA Career Exploration class requires the student to participate as a volunteer in an approved community service organization.
2. Career Exploration Readiness course work with our WIOA partnerships encourages the student to “Job Shadow” in a career area of his/her interest. As part of Career Exploration readiness courses and clubs, students are able to participate as a volunteer in an approved community service organization.
3. High accountability in attendance and satisfactory completion of all assignments at ALA helps to develop student confidence adding a sense of personal worth and self-importance. This, in turn, empowers students to perform credibly by improving the quality of their work.

Attendance Expectations/School Calendar

A student of ALA will attend pre-determined progress meetings in order to gain assistance toward completion of assignments within the learning period. Students are expected to pursue independent research and completion of assignments. Tutorials are available at the resource center to provide extra assistance when it is requested by either teacher or student.

The Charter School offers a year round program with a school calendar of approximately 250 days.

Educational Philosophy

Whom the School is attempting to educate.

The School is attempting to educate the following students:

- Those who have stopped going to school.
- Those who have not graduated.

- Those who have adult responsibilities.
- Those who work better in an independent study learning environment.
- Those who have unavoidable scheduling conflicts that keep the student from attending traditional school.
- Those who have been identified as academically low achievers.
- Those facing employment challenges.
- Those who are socio-economically disadvantaged.

Through exclusive partnerships, the goal of ALA is to provide the following services to students through WIOA:

- Financial literacy
- Entrepreneurial skills training
- Services that provide labor market and employment information in the local area
- Activities that help youth transition to postsecondary education and training
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

Upon enrolling at ALA, students are assessed to ensure appropriate course placement and determine need for remediation and additional support. This ensures that the curriculum presented to students are the most appropriate and beneficial toward student attainment of the content standards. Our diverse independent study model is based on the intent of the Legislature that independent study is an individualized alternative education designed to teach the knowledge and skills of the core curriculum. (Education Code Section 51745.) The Charter School understands that independent study in and of itself is not an alternative curriculum and that our program must provide as comprehensive a program as the student would receive if enrolled in traditional schools. The California Department of Education (“CDE”) in its independent study operations manual has noted the benefits to serving an at-risk population through independent study. Specifically, the guide notes that a student's poor decisions and lack of self-esteem can lead to pregnancy, early parenthood, substance abuse, or commission of criminal offenses. Students with these problems are often labeled "at risk." These students drop out of school prior to graduation because they feel unsupported or disconnected in the regular school setting. These students end up entering the job market with few or no marketable skills. For many dropouts and potential dropouts, independent study can be an opportunity to change direction and continue their education.

Our school is targeting at-risk students, not only those that are academically low-achieving, but those who may have stopped attending school regardless of achievement levels. Our students tend to fall on either end of the spectrum, either extremely low achieving or extremely high achieving but for numerous reasons are unable to maintain enrollment within the traditional schools. Our program offers a flexible schedule which meets the needs of pregnant or new and young mothers, students who may be living on their own, students who have to work in order to provide for their family or themselves.

Our program complies with Education Code Section 51746 to ensure that our students have the same access to the existing services and resources that they would have received in a traditional school within the District. These services include a facility staffed on a full time basis by credentialed personnel, ongoing tutoring at the resource center and regular one-on-one meetings to go over assignments and assign new materials.

Furthermore, one of the goals of the Charter School is to reinsert the student back into traditional public schools whenever possible. Ongoing assessments shall be conducted to ensure that independent study is the appropriate educational option for the student, and for those students for whom that answer is “no,” the School will work with the student and the school district of residence to ensure that this student is aware of all the educational options available. Our assignments include approximately 20 to 25 hours of homework per week, including reading, writing, application of course objectives, vocabulary development, project completion, math assignments and testing preparation. Students are required to take advantage of the School’s proactive tutoring program. For the students who are struggling and who may not be taking advantage of the tutoring program, an evaluation may be made by the School as to whether or not the School is appropriate and shall work with the student to understand the importance of the tutoring requirement.

Supplemental instruction utilizing selected curriculum is provided for those students performing well below their achievement level. For those low performing students, the school utilizes selected curriculum including the following: a closely graded math curriculum, which includes courses in Basic Math Skills, Pre-algebra, Algebra I, Geometry and Algebra II. This curriculum uses materials from the publisher, AGS, which is developed around a format of low level, high interest. This makes it accessible to more than 80% of our students. Because of our assessment system we are able to diagnose each student’s ability level and begin instruction with the appropriate lesson.

In addition, we offer other electives for low performing students such as: refresher math, consumer math, math essentials, and vocabulary building.

ALA does provide an alternative education program to students who have not had success in traditional, comprehensive schools and who became separated from the regular education program, and we will do the same for students. ALA has demonstrated its ability to reconnect these students to the education process and to enable them to continue their education.

The CDE independent study operations manual also stresses the importance of counseling. Counseling and guidance are especially important for "at risk," students because they may end up feeling forced to drop out of independent study because of continual personal problems. As a result, our program shall make every effort to recognize early warning signs and offer guidance or make referrals to in-house resources or to community resources.

One of the greatest benefits of independent study to our "at risk" population is the increased self-esteem, as a by-product of the one-to-one teacher-student relationship.

What does it mean to be an Educated Person in the 21st Century?

ALA identifies an Educated Person in the 21st Century as one who is committed to life-long learning and has the basic tools that this requires.

If students are going to understand themselves and the larger community and advance in the 21st Century marketplace, we are committed to assist them to:

- Develop clear and effective reading, writing, and oral communication skills;
- Master the fundamentals such as reading, writing, mathematics, science, and social studies;
- Acquire a strong foundation in mathematical reasoning skills;
- Develop strong technological skills;
- Develop character and the ability to respect the differences that arise in a multi-cultural community;
- Learn about the cultural, economic, geographical, political, and technological forces which have impacted their community, country, and the world;
- Acquire knowledge and skills in the sciences and the ability to conduct inquiries using the scientific method and problem-solving skills;
- Find, select, evaluate, organize, and use information from various sources;
- Participate in the creation of and developing an informed appreciation of the arts;
- Acquire knowledge of pertinent health issues and the development of physical fitness;
- Develop self-motivation and confidence to successfully accomplish multiple responsibilities and challenges that are faced daily;
- Recognize the importance of personal responsibility and respect for others;
- Accept challenges and utilize opportunities;
- Learn more about themselves and demonstrate critical decision-making skills necessary to be a responsible citizen.

ALA believes that students must be ready to work with others from diverse backgrounds, adapt to changes and lead others through transformational processes. An educated person needs to explore and appreciate her/his creative potential, and be a strong supporter of the community, using the power of the individual to improve everyone's quality of life.

How Learning Best Occurs

Students, parents, and educators form a partnership that is the foundation at ALA. We believe that learning best occurs when students are enthralled and engrossed by the studies they find themselves involved in and are supported by parents and teachers' high expectations and involvement. At ALA, the major focus is on teaching for meaning – gearing reading instruction to comprehension, writing instruction to composing extended text, and mathematics instruction to conceptual understanding and problem-solving.

By integrating the following strategies into our educational program, we believe we can allow all students to grow to their maximum potential, and foster in them a lifetime love of learning:

- a. High Expectations to Produce High Achieving Students:** Studies have shown that students' achievement has increased when parents and teachers have high expectations. At ALA we focus on students' goals and treat student-initiated plans for growth as completely as achievable by the student with proper planning, skill development, and support. We offer a challenging curriculum based on California Content Standards.
- b. Personalized Learning within a Supportive Environment:** Students are given the opportunity to drive their educational process, as well as encouraged to broaden their areas of interest. Studies show that optimal learning takes place in one-on-one supportive learning environments. Students can move ahead if doing well, or concentrate longer on challenging areas in order to master concepts. In essence, each student is allowed to learn at his/her own pace but pushed to their utmost potential.
- c. Integration of Computer Technology into the Learning and Project Environment:** ALA considers technology a "power tool for learning." Our vision is students and educators using technology for many learning tasks. A well-designed technological infrastructure helps create a model 21st-Century learning environment, encouraging students to learn efficiently in order to prepare to be a part of a technological-based workforce.
- d. Technology is used in a variety of disciplines.** The creative process is reinforced through the students' use in development of interactive electronic media to complete and submit project assignments. Multimedia helps facilitate learning that is tailored to individual learning styles, taking advantage of the differing "multiple intelligences" of all students.
- e. Fair and Credible Evaluations.** The Charter School uses pre-assessment testing to evaluate all incoming students and regularly reassess. Tests, exams and classroom assignments shall align to measure the student's achievement of Statewide Standards.
- f. Recognition of Accomplishments.** Students need to be motivated by regularly recognizing their accomplishments. Listed below are some ways in which recognition is given:
 - Positive telephone calls are made to a parent or guardian.
 - Positive notes are sent to a parent or guardian.
 - Certificates and coupons are given to students.

- Frequent praise and positive comments made by teachers and other school employees.
- g. Academic Rigor in a Thinking Curriculum.** Thinking and problem solving are the "new basics" of the 21st Century. In every subject, at every grade level, instruction and learning include commitment to a knowledge core, high thinking demand and active use of knowledge.
- h. Self-Management of Learning.** The Personalized Learning program allows students to maintain their own time schedule. All students can manage their own learning by evaluating feedback they get from teachers and others. Students can bring their own background knowledge to bear on learning difficulties and judge their progress toward a learning goal.
- i. Learning as Apprenticeship.** By providing students with real-life experiences, mentoring and coaching, students can acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. A vocational program will teach students practical skills and a strong sense of responsibility, while providing value to the people and property of the community. The Charter School works closely with various community and business organizations to provide practical opportunities to the student.
- j. Parental/Guardian Involvement.** Taking into consideration the high risk population of the Charter School, ALA is committed to making all efforts to engage guardians and families in the learning and decision-making process of their student's education. Guardians and families receive newsletters, open house notifications and are encouraged to meet the teachers.

Implementation

Based upon decades of learning research and numerous reform documents such as Aiming High, Project-Based Learning Guide/Handbook School Improvement Research Series, Classroom Instruction that Works and Backwards Planning and Teaching for Enduring Understanding, ALA believes that learning best occurs when schools create optimal teaching and learning environments that are organized around the following principles:

- **Standards-Based Instruction (Aiming High Toolkit-CDE)**

In a standards-based educational system, core academic learning such as reading, writing, listening, and speaking can no longer be consigned to the English teacher and all mathematical reasoning to the Mathematics teacher. At ALA, core academic competencies are taught across the curriculum so that students have multiple opportunities to master academic content standards and apply those standards in a wide variety of contexts including their career/technical and fine arts courses. Even though this is a Personalized Learning study program, each teacher addresses core academic competencies in lesson plans.

In standards-based instruction, the teacher selects and analyzes the standard(s) to be met. This is followed by designing or selecting of an assessment through which students can

demonstrate standard(s) mastery. If not given, the desired performance level is identified by the teacher. Next, what the students must know or be able to perform well on the assessment, is identified by the teacher. The teacher plans and delivers the lessons, providing all students with adequate opportunities to learn and practice the necessary skills. Finally, the students are assessed, results examined and plans are made for further instruction or additional individual support, if needed.

- **Project-Based Instruction (Project-Based Learning Guide, San Mateo County Office of Education, and Buck Institute for Education (BIE Handbook))**

Projects link the curriculum content with students’ real world experiences, making learning more relevant and valuable to their lives outside of school. Research on project- and problem-based learning indicates the importance of connections between the curriculum and the “world beyond texts.” Students engaged in projects that are relevant to their lives tend to learn more quickly and are more motivated to learn.

- **Integrated Curriculum (School Improvement Research Series, (SIRS) sponsored by U.S. Dept. of Education)**

Shoemaker (1989) in his study, *Integrated Education; A Curriculum for the 21st Century*, defined integrated curriculum as “Education that is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study”, (pg. 5). The textbooks utilized at ALA are State approved and aligned to the California State Content Standards. The Holt-Rinehart and Winston Literature series include assignments that integrate disciplines. For example, an assignment from a reading selection, involves art, social studies, and science concepts.

- **Differentiated Instruction**

Differentiated instruction is not a recipe for teaching or an instructional strategy. It is a way of teaching and learning. For example:

- Content is presented that is related to broad-based issues, themes, or problems;
- Multiple disciplines are integrated into the area of study, along with higher-level thinking and basic skills;
- Comprehensive, related and mutually reinforcing experiences are presented within an area of study;
- Student outcomes are evaluated by using appropriate and specific criteria through self-appraisal, criterion-referenced and or standardized instruments.

At ALA, we understand that there is no easy answer in helping students become high achievers. There is no silver bullet, no one-shot training, no canned curriculum, and no proven formula. Nevertheless, we also recognize that there is a vast amount of research that reveals one dominant

theme for a successful school: one-to-one contact between student and teacher with an intense focus on “high academic expectations” for students. We combine this focus with:

- The extensive use of State Standards to design curriculum and instruction, assess student work, and evaluate teachers;
- Increased instructional time (tutoring) in reading and math in order to help students succeed; Tutoring is done at the Resource Center at a separate time from normal instruction and is provided by school staff personnel.
- The implementation of comprehensive systems to monitor individual student progress and provide extra support to students as soon as needed.
- Parents are encouraged to help their student(s) meet standards;
- Instruction based on the unique needs and learning styles of each student;
- Active, hands-on experiential learning experiences that encourage the student’s construction of knowledge;
- Simulations of real world problems to develop application skills;
- Supplementary support programs to ensure mastery of foundation skills for students exhibiting learning difficulties;
- Interdisciplinary teaching integrated with basic skills instruction;
- Interactive teaching that promotes student involvement;
- Activities that are sensitive to and respectful of cultural and linguistic diversity; and
- Experiences that foster exploration and inquiry and promote the development of higher order abilities such as thinking, reasoning, problem-solving, and decision-making.

All instructional methods are student-centered and research-based with students being diagnosed in relation to their previous learning. Students most successfully progress by building on their own knowledge base. Proven practices are integrated into a meaningful, replicable education experience that allows students to succeed in the learning process.

Various Instructional strategies (including Marzano and McTighe) considered are:

- One-to-one instruction
- Modeling and guided practice
- SDAIE strategies-visuals
- Use of Bloom’s Taxonomy
- Identifying similarities and differences

- Summarizing and note-taking
- Reinforcing work and providing recognition
- Setting objectives and providing feedback
- Repeating concepts
- Rephrasing and reviewing content
- Aims, Goals, and Objectives: helping students understand their style of learning and plans ways to improve study habits.
- Analyzing perspectives; synthesis and evaluation
- Anticipation guide
- Application teaching
- Use of graphic organizers
- Projects
- Presentations
- Portfolios
- Artistic Expression
- Incorporate technology in the lessons

Basic Learning Environment

The School offers independent study, one-to-one instructional methods from the basic design of the learning environment.

The rapport established between the Supervising Teacher and the student in independent study encourages effective communication uncluttered by the traditional classroom environment of multiple students. Many students find that the comprehensive school model of multiple period, multi-student environments to be not conducive to their instructional needs. Instruction, delivered by one teacher as opposed to six or more teachers, creates a more effective, intensive, and supportive setting. The student benefits from the individual attention and personalized teaching methods.

Instructional Resources

The resources most crucial to the students of the Charter School are the human resources, the certificated and non-certificated staff. Also critical to the learning process is the availability of instructional materials including, but not limited to, textbooks and other materials (i.e. software programs) that supplement the delivery of a solid core curriculum. Through careful planning, the School has these instructional materials in adequate supply. Every student has the appropriate textbook and instructional units to take home. Staff meetings, in which both certificated and non-certificated personnel attend, routinely discuss and review textbook inventories and the coordination and allocation of resources to maintain adequate supplies. Resources are coordinated proportionally by grade level and subject. Teachers are encouraged to research and review instructional material and to make recommendations. Textbooks and other instructional materials are selected based upon State textbook adoption, teaching strategies and techniques, assessment procedures and input from advisory groups.

Course Offerings

At a minimum, the Charter School offers the following classes: English, World History, U.S. History, Civics, Economics, Math, Health, Physical Science, Life Science, Job Readiness and Career Technical Education. The Charter School also offers instruction in the Visual/Performing Arts, Foreign Language, Physical Education and Technology. Other electives are included as students' interests and abilities demand.

Transfer Of Courses/College Entrance Requirements

ALA seeks to work with each of the school districts in which students may be re-enrolling to agree upon the transfer of credit back to the district. ALA wants each school district to feel confident that credit earned at ALA is equivalent in its representation of subject mastery prior to transfer. ALA is eager to work with each school district to best meld its practices to meet those of the districts' for the benefit of the student.

Planning for graduation begins early and includes the faculty, school counselor, the parent or guardian (for students under the age of 18), and the student. The parent and student will want to consider future educational or employment plans, and will want to consider the various choices available to them and make a decision about how the student will meet graduation requirements based on individual goals and needs. As such, all students and parents are provided with information about the transferability of academic credit to other public high schools and the eligibility of courses to meet college entrance requirements at the time of enrollment. This is done in a counseling session and through distribution of printed material. Charter School staff meets with parents and students in the enrollment process to determine the courses necessary. Based upon entering diagnostic assessments, the Charter School will identify whether or not the students have demonstrated skills and aptitude necessary for a course load that would meet college requirements for students who wish to pursue that course of study.

Transition Out Of The Charter School

We recognize the critical nature of the **student transitioning** into a traditional educational program. For those students under the age of 18, we, along with the school districts in which the student originated, are eager to transition them back into the traditional school district when they are ready.

ALA works closely with the school district of residence to ensure the successful transition of any student returning to the traditional school district.

Graduation

The credentialed school administrators in conjunction with credentialed teachers make the necessary determination as to whether a student has earned a diploma based upon the Charter School's adopted graduation requirements.

Personalized Learning Laws And Regulations

ALA shall comply with all applicable laws related to independent study and Personalized Learning. As such, the provision of education through a Personalized Learning model shall be governed by the Personalized Learning study policy adopted by the Board of the Charter School after a public hearing and implemented in accordance with individual master agreements and work and assignment agreements for each student.

ALA shall adhere to all applicable sections of the Education Code for Independent Study (Section 51745 *et seq.*) and funding determination requirements of Education Code Sections 47612.5 and 47634.2, and Title 5, California Code of Regulations, Sections 11963-11963.7 (SB 740).

ALA shall also adhere to the California Code of Regulations requirements related to audit requirements for charter schools (Title 5, California Code of Regulations Sections 19850-19854).

Plan for Academically Low-Achieving Students

ALA is a well-designed personalized learning environment for at-risk students. Based on solid research, we use Personalized Learning and focus on student assets (including their backgrounds and prior experiences), varied teaching strategies, and meaningful learning one-on-one setting. Also of critical importance to each student's success is the school's emphasis on high expectations for all students.

ALA is aware that some students enrolling in the school will require remedial coursework in core academic areas in order to move them into grade-level work. We use several methods to accomplish this task, including the use of NWEA MAP assessment. Every student who enrolls in the Charter School is administered a diagnostic assessment in Math and Reading. One test identifies those with low reading skills. Once identified as a low-performing student, they are eligible to participate in a remedial reading program. The second assessment identifies the student's ability levels in Math. Assessments are repeated every semester to track the student's growth. All students are assessed at the end of each course to measure growth. If growth is not apparent or is marginal, then further remediation is prescribed before the student continues on in that subject area. Students are reassessed each semester to determine a student's growth and skills and providing appropriate lesson modification.

Students also can participate in scheduled tutorial and enrichment activities during the school day. For the students who are struggling and who may not be taking advantage of the tutoring program, an evaluation may be made by the Charter School as to whether or not the student is appropriately placed. The Charter School personnel work with the student to understand the importance of the tutoring requirement and the advantage of participation the School's proactive tutoring program.

Supplemental instruction utilizing selected curriculum is provided for those students performing well below their achievement level. For those low performing students, the school utilizes selected curriculum including many of the following; a closely graded math curriculum, which includes courses in Basic Math Skills, Pre-Algebra, Algebra I, Geometry, Algebra II, Language Arts, History, Geography and Sciences. In addition, ALA offers other electives for low performing students such

as; refresher math, consumer math, math essentials, beginning art, vocabulary building and spelling. This curriculum uses supplemental materials from a variety of sources, developed around a format of low level, high interest. This makes it accessible to more than 80% of our students.

When students are demonstrating continuing difficulties, the school may utilize Student Study Teams (SST) to determine if specific interventions are necessary. At times, formal services may be determined, as per the directive of an IEP or a Section 504.

Our twelve SST meeting steps might include:

1. Team members introduce themselves and their roles.
2. Purpose and process of the meeting are stated.
3. Timekeeper is appointed.
4. Strengths are identified.
5. Concerns are discussed clarified, and listed.
6. Pertinent information and modifications are listed.
7. Concerns are synthesized; one or two are chosen for focus.
8. Strategies to deal with are chosen; concerns are brainstormed.
9. Team chooses best strategies to carry into actions.
10. Individuals make commitments to actions.
11. Person responsible, and timelines for actions are records.
12. Follow-up date is set.

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education assessment might be deemed necessary by the SST.

Intervention strategies utilized by the Charter School may include:

1. A contract is made with the student and parent.
2. A letter of concern is sent to the student and parent.
3. A scheduled appointment to visit the teacher/counselor and administrator where concerns can be discussed and addressed.
4. Students are placed on academic probation. The Charter School revokes work permits until schoolwork is deemed satisfactory.
5. Educational options are reviewed with the student, including the option to return to the traditional classroom instructional program.

Plan for Academically High-Achieving Students

The educators create a high achieving learning environment for all students, where the most advanced curricular and instructional techniques combine to support learning. In our high-achieving learning environment, we engage students in complex problem-solving and exploring ideas and issues, and learning activities that draw on students' cultures, experiences, and knowledge. At-risk students, in particular, benefit from this type of environment that engages them in authentic tasks and offer them significant opportunities to develop knowledge.

High achieving students are identified using NWEA and MAP assessment (or other assessment tests that become available) and are assigned courses that are a pre-requisite for college. Accommodations are made to students wishing to take the PSAT, SAT and AP tests along with academic support to perform well on these tests. Students may also participate concurrently in classes at the local community college.

Plan For English Learners

ALA shall meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. ALA shall implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Identification of EL Students

ALA shall administer the home language survey upon a student’s initial enrollment into ALA. This section describes our current plan which may be altered from time to time to better serve students. All students who indicate that their home language is other than English will be assessed with the CELDT/ELPAC within 30 days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated fluent English proficient. ALA will notify all parents of its responsibility for CELDT/ELPAC testing and of test results within 30 days of testing. The CELDT/ELPAC shall be used to fulfill applicable requirements under the Elementary and Secondary Education Act, as reauthorized by the Every Student Succeeds Act, for annual English proficiency testing. All EL students shall take the California High School Exit Exam with legally appropriate accommodations along with other eligible students.

Program

ALA shall provide services for English Language Learners that include language development and access to core curriculum and that conforms to the California Department of Education’s State Program for English Learners.

The major goals for English Learners at ALA shall be to develop proficiency in English and in the core curriculum as rapidly and effectively as possible with curriculum designed for such students.

At ALA, English Learners shall take ESL classes that correspond to the ELD levels. ELD state standards are addressed through our ELD curriculum as follows: the foundation for meeting the state English Language Arts standards is the ability to participate in grade level instruction in English. The California ELD Standards describe the pathway for English learners to achieve this goal. As students acquire high levels of English fluency, ELD and ELA standards merge. English language development and grade level achievement become one at the advance ELD levels. Students will continue to receive English language development until reclassification and continue to have access to standards-based core curriculum.

The goal for English Learners receiving special education services is to make substantial progress toward achievement of their individualized education program’s academic goals.

Monitoring and Evaluating the Core Program

The quality of our school’s English Learner program and student achievement shall be regularly monitored and assessed by review and analyzing data with the purpose of identifying areas for improvement.

EL Intervention

When English Learners are not making adequate progress toward mastery of EL standards the teacher shall make modifications to the course instruction to meet the student’s learning needs. The student shall also be provided with extended learning opportunities and interventions such as:

- Tutoring
- Supplemental instruction
- Special counseling
- ELD Lab Workshops

Qualified Teachers

Each teacher providing specialized academic instruction for EL students at ALA must meet one of the following specifications:

1. The teacher holds a teaching authorization issued by the Commission on Teacher Credentialing authorizing services for English Learners.
2. Whenever the student’s primary language is a vehicle of instruction, the teacher must have a bilingual, cross-cultural, language, and academic development (BCLAD), or comparable authorization.

Plan For Serving Students With Disabilities

Overview

ALA shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

ALA shall be its own local educational agency (“LEA”) ~~and shall apply directly for membership~~ in the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). ~~Upon acceptance in the SELPA, ALA will provide the District evidence of membership. ALA’s application and acceptance as an independent LEA member of a~~

~~SELPA shall not be considered a material revision to this charter.~~ As an LEA member of the SELPA, ALA ~~will~~ receives state and federal revenues directly, in accordance with the SELPA's allocation plan.

ALA shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

ALA may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. ALA may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors or vendors certified with the State of California as Non-Public Agencies (NPA).

ALA shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by ALA shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

ALA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of ALA. Any student, who has an objectively identified disability which substantially limits a major life activity such as learning, is eligible for accommodation by ALA.

A school administrator shall assemble a 504 team that include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the

student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan describes the Section 504 disability and any program modification that may be necessary.

All 504 team participants, parents, and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The school administrator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Individuals with Disabilities in Education Act ("IDEA")

The following description regarding how special education and related services will be provided and funded is being proposed by ALA for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of ALA and the SELPA. A copy of the MOU will be presented to the District upon execution.

ALA shall function as a local educational agency for purposes of providing special education instruction and related services under the IDEIA pursuant to Education Code Section 47641(a) and shall receive state and federal revenues directly. ALA ~~plans to be~~ a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA").

ALA shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

ALA will provide services for special education students enrolled in ALA. ALA will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Special education instruction and related services shall be provided internally by appropriately credentialed staff. All required itinerant special education services not provided by appropriately credentialed will be provided by California certified Non-Public Agencies (NPA).

Staffing

All special education services at ALA will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Charter School staff shall participate in SELPA in-service training relating to special education.

ALA will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. ALA shall ensure that all special education staff hired or contracted by ALA is qualified pursuant to SELPA policies, as well as meet all legal requirements. ALA shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

ALA shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. ALA will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

ALA shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. ALA will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

ALA will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. ALA will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. ALA shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

ALA shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. ALA shall be responsible for having the following individuals in attendance at the IEP meetings: the school administrator and/or ALA designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at ALA and/or about the student. ALA shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

ALA understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

ALA shall be responsible for all school site implementation of the IEP. As part of this responsibility, ALA shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for ALA’s non-special education students. ALA shall also provide all home-school coordination and information exchange. ALA shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

ALA shall comply with Education Code Section 56325 with regard to students transferring into ALA within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in ALA from another school district within the State, but outside of the

SELPA with a current IEP within the same academic year, ALA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into ALA from a district operated program under the same special education local plan area of ALA within the same academic year, ALA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and ALA agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to ALA with an IEP from outside of California during the same academic year, ALA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until ALA conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by ALA, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

ALA shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to ALA and no student shall be denied admission nor counseled out of ALA due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

ALA shall adopt policies for responding to parental concerns or complaints related to special education services. ALA shall receive any concerns raised by parents/guardians regarding related services and rights.

ALA's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

ALA may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, ALA shall defend the case.

SELPA Representation

ALA shall represent itself at all SELPA meetings.

Funding

ALA shall be subject to the allocation plan of the SELPA and receive Special Education funds directly from the El Dorado County Charter SELPA.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element B of the charter for a description of ALA’s annual goals to be achieved in the Eight State Priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Local Control and Accountability Plan (LCAP)

In accordance with Education Code Section 47606.5, ALA shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. ALA shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B)

MEASURABLE PUPIL OUTCOMES: ALIGNMENT WITH THE EIGHT STATE PRIORITIES

Attached hereto as Exhibit A are the measurable pupil outcomes identified for use by the Charter School, in accordance with Education Code section 47605(b)(5)(B), and which are aligned with the state priorities as described in Education Code section 52060(d). These outcomes address increases in pupil academic achievement both school wide and for all groups of pupils served by the Charter School, as that term is defined in Education Code section 47607(a)(3)(B).

OTHER PUPIL OUTCOMES

Furthermore, the Charter School shall pursue the following pupil outcomes:

- **State Content Standards:** The Charter School is dedicated to documenting student achievement of the State Content Standards each year in its core subjects in the order in which students are presented with the courses.
- **State Standardized Testing:** Measurable growth each academic year, as evidenced by scores on the CAASPP exam.
- **Attendance:** It is the goal of the Charter School to strive, on average, to achieve at least 85% student attendance.
- **State/Federal Accountability Measures:** Meet or exceed applicable state and federal accountability measures (both school wide and reportable subgroups) on an annual basis.

ELEMENT C: METHODS OF ASSESSMENT AND OTHER USES OF DATA

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C)

The Charter School shall meet all state standards and shall conduct all pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. The Charter School shall use multiple measures to accurately determine student achievement, including attendance records, the degree of participation of the student, the student's attitude about school, academic performance, state standards and assessments, student and parental feedback. The following is provided as a means to show pupil outcomes and corresponding methods that the School will use to track pupil progress in meeting those outcomes.

OUTCOME

METHOD(S) OF MEASUREMENT

State Content Standards

CAASPP, Internal and External Assessments, Teacher Records, Work Samples, Portfolios

85% Attendance

Student Attendance records as measured by the time value and contemporaneous learning records of student work.

ELEMENT D: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D)

The Charter School will be non-sectarian in its programs, admission policies, employment practices, and all other operations. The Charter School shall not charge tuition and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The Charter School shall be operated as a non-profit public benefit corporation, (501(c)(3)). Pursuant to Education Code Section 47604(c), the District in performing its oversight of the Charter School as required by law, shall not be liable for the debts and obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the authority has complied with all oversight responsibilities required by law.

The Charter School shall operate autonomously from the District with the exception of supervisory oversight as required by law.

The Charter School may, at its own choosing utilize the services of a Charter Management Organization or Administrative and Educational service provider in its execution and operation of this petition.

A. BOARD OF DIRECTORS

The Charter School will be governed by a Board of Directors, whose major roles and responsibilities will include, but not limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget, overseeing the Charter School's fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative staff.

The Board may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will be in writing; specify the entity designated; describe in specific terms the

authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

The Board will be supported by a qualified administrative team which will implement the provisions of this charter, the policies adopted by the Board, and day to day operations. Resumes of administration are available upon request.

B. PARENT PARTICIPATION

To encourage parent involvement, the Charter School shall at a minimum do the following:

1. Develop an ongoing list of extensive participation opportunities for parents with multiple options for dual working families.
2. Offer extra-curricular activities for both student and parent participation.

The Charter School shall hold an annual Open House as an integral part of its continual effort to improve communication and increase the participation of parents and guardians in the instructional programs available.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E)

All Employees

All staff must possess experience and expertise appropriate for their position.

Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with children, parents, prospective parents, coworkers and the community.

Attitudes are the most important facet of each employee's presentation of ALA to the public. Employees must be courteous, tactful, and pleasant at all times, treating the most unpleasant people as well as they treat the most pleasant ones.

Administration

The Charter School shall operate with an experienced Administrative Team.

Teachers

The Charter School adheres to Education Code Section 47605(l) requiring that all teachers hold appropriate California teaching certificates, permits, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility shall be granted only in accordance with Education Code Section 47605(l). All teachers employed by the Charter School have California Teaching Credentials and are published on the Commission on Teacher Credentialing website.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, ALA shall adopt and implement full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies shall be incorporated as appropriate into ALA's student and staff handbooks and shall be reviewed on an ongoing basis by a committee of the Board. These health and safety policies and procedures shall be made available to the District upon request.

The following is a summary of the health and safety policies of ALA:

Procedures for Background Checks

Employees and contractors of ALA shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Human Resources Department shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated staff, certificated staff, and contract employees are designated as mandated child abuse reporters and will follow all applicable reporting laws.

Tuberculosis Risk Assessment and Examination

Faculty and staff shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

ALA shall adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All incoming students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

ALA shall adhere to Education Code Section 49423 regarding administration of medication in school.

Severe Allergic Reaction

The school will be equipped with trained staff to administer treatment for any student experiencing a severe allergic reaction in compliance with Education Code Section 49414.

Vision, Hearing, and Scoliosis

Students shall be screened for vision, hearing and scoliosis. ALA shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by ALA.

Diabetes

ALA shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming students, pursuant to Education Code Section 49452.7.

Emergency Preparedness

ALA shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school facilities in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood borne Pathogens

ALA shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

ALA shall maintain a drug, alcohol, and smoke-free environment.

Facility Safety

ALA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. ALA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. ALA shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

ALA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. ALA shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at ALA (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with ALA's discrimination and harassment policies.

ELEMENT G: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605 (b)(5)(G)

ALA shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to attempt to achieve a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District and the communities in which ALA's resource centers are located:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District and the communities in which its resource centers are located, including Spanish language materials.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the District and the communities in which its resource centers are located.
- Outreach meetings

ELEMENT H: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H)

Enrollment Policy

All students who reside in the State of California, within Los Angeles and adjacent counties pursuant to Education Code Section 51747.3, may attend ALA subject only to capacity at each grade level, and any jurisdictional limitations imposed by law. ALA shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Application Process

The application process is comprised of the following:

- Completion of a student enrollment form

Enrollment Process

- Proof of immunization
- Proof of withdrawal from previous school
- Home Language Survey
- Signed Cumulative Record Request
- Completion of Emergency Medical Card

Applications will be accepted during an open enrollment period from July 1 to June 30 for enrollment in the following school year.

Public Random Drawing

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In this event, ALA will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of currently enrolled students
2. Children of Charter School employees
3. Residents of the District

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait

list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait-list carry over to the following school year.

ELEMENT I: INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I)

ALA will facilitate an annual independent audit of the school's financial affairs as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The audit will verify the accuracy of ALA's financial statements, attendance and enrollment accounting practices and review ALA's internal controls. The audit will be conducted in accordance with generally accepted accounting principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Chief Financial Officer along with an audit committee will review any audit exceptions or deficiencies and report to ALA's Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of ALA is public record to be provided to the public upon request.

ELEMENT J: PUPIL SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J)

Attached, as **Exhibit B**, please find the Charter School's suspension and expulsion policy.

ELEMENT K: EMPLOYEE RETIREMENT

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

All employees at ALA shall participate in the federal social security system. Additionally, ALA shall offer a 403b Retirement Program. ALA shall inform all applicants for positions within ALA of the Retirement Program options for employees of ALA. Designated administration shall be responsible for ensuring that mandatory deductions and contributions are made for all employees.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L)

No student may be required to attend ALA. Students who reside within the District who choose not to attend ALA may attend a school within their school district of residence or another district according to the District's intra- and inter-district policies. Parents and guardians of each student enrolled in ALA shall be informed on admissions forms that the students have no right to admission to a particular school of a local education agency as a consequence of enrollment in ALA, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M)

No public school employee shall be required to work at ALA. Employees of the District who choose to leave the employment of the District to work at ALA will have no automatic rights of return to the District after employment by ALA unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in ALA that the District may specify, any rights of return to employment in a school district after employment in ALA that the school district may specify, and any other rights upon leaving employment to work in ALA that the District determines to be reasonable and not in conflict with any law.

All employees of ALA shall be considered the exclusive employees of ALA and not of the District. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to ALA. Employment by ALA provides no rights of employment at any other entity, including any rights in the case of closure of ALA.

ELEMENT N: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N)

Disputes Between the District and ALA

ALA recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. ALA is willing to consider changes to the process outlined below as suggested by the District.

In the event of a dispute between ALA and the District, ALA staff and Board and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Chief Executive Officer, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, ALA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Chief Executive Officer and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Chief Executive Officer, or their respective designees, and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and Chief Executive Officer, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Chief Executive Officer, or their respective designees, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the Board of ALA and the District Board of Education jointly agree to bind themselves.

The costs of the mediator shall be split equally between the District and ALA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and ALA.

Internal Disputes

Disputes arising from within ALA, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Charter School Board members shall be resolved pursuant to policies and processes developed by ALA. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District Board of Education

reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the ALA Board has requested the District to intervene in the dispute. The District shall refer any complaints or reports regarding complaints or disputes concerning ALA to the ALA Board or the Chief Executive Officer for resolution in keeping with ALA's policies.

ELEMENT O: PUBLIC SCHOOL EMPLOYER

Governing Law: The petition does not contain a declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. Education Code Section 47605(b)(6)

ALA shall be deemed the exclusive public school employer of the employees of ALA for the purposes of the Educational Employment Relations Act (“EERA”). ALA shall comply with the EERA.

ELEMENT P: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O)

Closure of ALA will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of ALA, the District, the County Office of Education, ALA’s SELPA, the retirement systems in which ALA’s employees participate (e.g., federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of ALA of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close ALA.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, ALA will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g. ALA shall work with the District to determine a suitable arrangement for transfer and location of storage of student records.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, ALA will prepare final financial records. ALA will also have an independent audit completed within six months after closure. ALA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by ALA and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to ALA.

ALA will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of ALA, all assets of ALA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending ALA, remain the sole property of ALA and, upon dissolution of the charter school, shall be distributed in accordance with the Articles of Incorporation. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, ALA shall remain solely responsible for all liabilities arising from the operation of ALA.

As ALA is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of ALA, the Board shall follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget in Exhibit C, ALA shall utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. Budgets

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g)

Attached, as **Exhibit C**, please find the following documents:

- A multi-year operational budget
- Cash flow and financial projections for the first three years of operation
- Plans for establishment of a reserve

The information provided regarding finances, financial reporting, insurance, transportation, and administrative services is intended for informational purposes only and to assist the District in understanding how the school may affect the District. This information does not constitute a legally binding contract or agreement, is not intended to govern the relationship of ALA and District, and shall not be considered a part of the charter or any related agreements or memoranda of understanding.

B. Financial Reporting

ALA shall annually prepare and submit the following reports to the District and the County Superintendent of Schools:

- On or before July 1, a preliminary budget. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- On or before July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- On or before December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of ALA's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, the State Controller, California Department of Education and County Superintendent of Schools.
- On or before March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- On or before September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all ALA's receipts and expenditures for the preceding fiscal year.
- Any additional financial or other reporting requirements will be agreed upon mutually, by both parties, annually on or before July 1.

C. Insurance

ALA shall acquire and finance general liability, worker's compensation, and other necessary minimum insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by ALA's insurer. The District shall be named as an additional insured on all policies of ALA.

D. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g)

ALA shall procure its own administrative services, including but not limited to budget management, accounts payable, accounts receivable, payroll, human resources, and instructional program development through an appropriately qualified third-party contractor.

ALA may discuss the possibility of purchasing some of these or other services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between ALA and the District and subject to District availability and willingness to provide such services.

E. Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g)

As the Charter School is a non-classroom based/independent study charter school, the District and Charter School understand and agree that the Charter School may serve students and locate facilities in the District and throughout Los Angeles County and adjacent counties in accordance with Education Code Sections 47605, 47605.1(g) and 51747.3, to facilitate its independent study program and offer services to students including, but not limited to, testing, tutoring, small group sessions, and teacher-student meetings.

It is understood that Charter Schools serving Federally funded programs such as YouthBuild, California Conservation Corps, and WIOA are different than almost all other charter schools in the state of California as there are only a handful of schools chartered for this purpose. With over 40 Workforce Investment Boards and thousands of Federally funded non-profit programs tasked to facilitate job training programs, ALA will be called upon throughout the charter term to offer educational services to thousands of students at many different types of facilities.

The Charter School has positioned itself as a qualified educational service provider to the Federal Workforce Investment Act, through state, federal and local WIA Boards and programs. The list of programs we partner with changes from year to year as grant dollars change from provider to provider. The Charter School seeks to work with direct and indirect granters of WIOA Boards in multiple counties, including Los Angeles and contiguous counties. WIOA program locations are

different with every WIOA funded grant or affiliate. Since one of the primary goals of WIOA is to promote job training to out of school youth, through WIOA funded programs, locations will change from grant to grant. The Charter School, through an MOU (or negotiated pathway), partners with WIOA and its grantees to provide students high school diploma, training and other educational services.

A list of WIOA's that the Charter School may partner with is available on the following website:

http://www.edd.ca.gov/jobs_and_training/Workforce_Innovation_and_Opportunity_Act.htm

The following is the Charter School's current location within the District:

- Acton – 32248 Crown Valley Road, Rooms 113-114, Acton, CA 93510

Listed below are the Charter School's resource center locations:

- Lancaster – 43145 Business Center Parkway, Lancaster, CA 93535
- Wilmington – 707 West C Street, Wilmington, CA 90744
- Lincoln – 4126 Arlington Avenue, Los Angeles, CA 90062
- Harbor City Boys & Girls Club – 1220 256th Street, Harbor City, CA 90710
- Harbor City (Fall 2017) – 26640 Western Avenue, Suite F&G, Harbor City, CA 90710
- 2101 Long Beach Blvd, Long Beach, CA 90806
- 9027 Gallatin Road, Downey, CA 90240
- 1785 East 85th St, Los Angeles, CA 90001
- 1115 East Market Street, Long Beach, CA 90805
- 6725 Kester Avenue, Van Nuys, CA 91405
- 14355 Roscoe Blvd, Panorama City, CA 91402
- 12510 Van Nuys, Pacoima, CA 91331
- 411 South Brand Blvd, San Fernando, CA 91340
- 11844 Glenoaks Blvd, San Fernando, CA 91340

~~Locations where exclusive Workforce Investment partnerships will be served by the Charter School are (including but not limited to): San Fernando Valley, Lancaster, Los Angeles, Gardena, Inglewood, Long Beach, Downey and Wilmington. Since some of the locations are mobile locations utilizing specially equipped trailers, physical addresses of planned operations services will be provided to the District in a document to be developed by the District and Charter School and updated as necessary.~~

Education Code Section 47605.1(g) exempts charter schools that provide instruction exclusively in partnership with WIOA from the geographic restrictions related to out of district and in county locations set forth in Education Code Section 47605.1.

The location of the Charter School's facilities may change based on students' geographic location, program requirements, and financial considerations as determined by the Board of Directors and to best serve students. Examples of possible locations include, but are not limited to: Boys and Girls Club facilities, temporary locations (i.e., one-month rental at local library for summer intersession),

WIA/WIOA facilities, mobile trailers, and various County facilities for migrant farm students, all of which may change locations on a regular basis.

~~Due to mobile population of students in the program, t~~The District and Charter School understand and agree that the addition or deletion of resource center student and rental partnership locations will be presented to the District Superintendent or his designee prior to opening. The Charter School shall annually provide to the District a list of its facility locations and, if applicable, a copy of the lease and any appropriate permits/clearances in accordance with Education Code Section 47610 for any new facilities.

F. Transportation

With the exception of special education students whose transportation is mandated by their Individualized Education Program, or as otherwise required by applicable law, ALA shall not provide transportation of students to and from school.

G. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

An authority that grants a charter to a charter school to be operated by or as a nonprofit public benefit corporation is not liable for the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School agrees to indemnify the District against civil liability claims arising from the Charter School's actions or inactions under the charter.

The corporate bylaws of the Charter School provide for indemnification of the Charter School's Board of Directors, officers, agents, and employees, and as described above the School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. As stated above, the District shall be named an additional insured on the general liability insurance of the Charter School.